

ISSUES OF DEVELOPING A MODERN COMPETENCY-BASED MODEL IN THE SYSTEM OF TRAINING FINE ARTS TEACHERS

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Abstract: This article explores the theoretical and practical issues involved in developing a modern competency-based model for the training of fine arts teachers. The rapid changes in education, technology, and society have transformed the requirements for teacher professionalism, making it necessary to adopt new approaches to pedagogical design and teacher preparation. A competency-based model focuses on integrating knowledge, skills, values, and personal qualities that enable teachers to effectively respond to contemporary educational challenges. In fine arts education, such a model emphasizes creative thinking, cultural awareness, digital literacy, and the ability to foster students' aesthetic and emotional development. The paper analyzes the structure of teacher competencies, discusses methodological principles for their formation, and identifies pedagogical conditions necessary for implementing a competency-based approach in the higher education system. The study concludes that creating a modern competency-based model for fine arts teacher training is a crucial step toward improving the quality of art education and ensuring its relevance to the demands of the 21st century.

Keywords: Competency-based model, fine arts education, teacher training, pedagogical innovation, creative competence, professional development, educational modernization.

In the 21st century, the education system faces new challenges that require teachers to possess not only professional knowledge and teaching skills but also flexibility, creativity, and a high level of cultural and digital competence. This transformation is particularly significant in the field of fine arts education, where teachers play a vital role in shaping students' aesthetic perception, creativity, and cultural awareness. Therefore, the modernization of the teacher training system must be based on a competency-oriented approach that reflects both global educational trends and the specific needs of artistic pedagogy.



The concept of competency-based education has become a central paradigm in modern pedagogical theory and practice. It emphasizes the formation of integrated competences — combinations of knowledge, skills, attitudes, and values — that enable individuals to perform effectively in diverse contexts. In the training of fine arts teachers, this approach moves beyond traditional emphasis on technical mastery or subject knowledge, focusing instead on developing holistic professional identities that combine creativity, pedagogy, and culture. A competency-based model ensures that teachers can not only teach art techniques but also inspire critical thinking, cultural understanding, and emotional expression in their students.

The need for a modern competency-based model arises from the dynamic transformation of the social and educational environment. Digital technologies, globalization, and multiculturalism have broadened the scope of art education, introducing new forms of artistic expression and new modes of communication. Fine arts teachers must be prepared to integrate traditional artistic methods with innovative digital tools, to engage students in interdisciplinary projects, and to nurture creativity in a constantly evolving cultural landscape. This requires a rethinking of teacher training goals, content, and methods, aligning them with the realities of contemporary art and education.

Moreover, a competency-based model supports the shift from a knowledge-transmission paradigm to an active learning paradigm, where students are participants in their own educational development. In the context of fine arts education, this means fostering self-expression, collaboration, problem-solving, and critical reflection. The teacher becomes not only an instructor but also a facilitator, mentor, and cultural mediator who guides students toward artistic and personal growth. Developing such teachers requires an educational system that emphasizes experiential learning, reflective practice, and the cultivation of key competences relevant to artistic and pedagogical work.

In this regard, the creation of a modern competency-based model for fine arts teacher training involves addressing several key issues: defining the structure of professional competences, determining effective pedagogical strategies for their development, and designing institutional conditions for model implementation. These issues are of both theoretical and practical importance, as they contribute to the

improvement of teacher education quality and ensure the preparation of professionals who can meet the cultural and creative needs of modern society. The following sections of this research will examine these aspects in detail, presenting recommendations for optimizing the competency-based approach within the fine arts education system.

The modernization of fine arts teacher education requires a fundamental shift from traditional knowledge-based instruction toward a competency-oriented model that prepares future educators for the complex realities of contemporary pedagogy. The competency-based approach represents not merely a methodological innovation but a new educational philosophy that prioritizes the integration of knowledge, skills, and values necessary for professional success and lifelong learning. In the context of fine arts education, this approach is particularly relevant, as it emphasizes the unity of artistic creativity, cultural understanding, and pedagogical mastery.

The essence of the competency-based model lies in its focus on the **outcomes of education** rather than its processes alone. Traditional models of teacher training often concentrate on the transmission of artistic knowledge and reproduction of established techniques. However, in a modern educational environment, teachers must be able to apply their knowledge creatively, adapt to diverse learning contexts, and guide students through problem-solving and critical inquiry. Therefore, the competency-based model redefines the objectives of teacher education, aiming to develop not only technical proficiency but also cognitive flexibility, aesthetic sensitivity, and communicative competence.

At the core of this model is the concept of **professional competence**, which consists of several interconnected components. These include subject-matter competence (mastery of artistic disciplines), methodological competence (ability to design and implement effective teaching strategies), communicative competence (capacity for clear and empathetic interaction), and cultural competence (awareness of artistic and cultural diversity). Together, these elements form the foundation of the modern art teacher's professional identity. Importantly, aesthetic and creative competences occupy a central role, as they ensure the teacher's ability to inspire and nurture students' artistic potential.

A significant feature of the competency-based model is its **learner-centered orientation**. In fine arts education, this means focusing on the individual needs,



abilities, and creative aspirations of each student. A competency-based curriculum encourages students to take active responsibility for their learning, engage in self-assessment, and develop reflective thinking. Teachers, in turn, act as mentors who facilitate the learning process rather than dictate it. Such a paradigm fosters intrinsic motivation, autonomy, and critical engagement — essential qualities for both teachers and students in the creative field.

Another crucial pedagogical condition for implementing a competency-based model is the **integration of practice and theory**. Fine arts education cannot be limited to theoretical knowledge; it must combine conceptual understanding with practical artistic activity. Studio-based learning, creative workshops, and project-based assignments serve as key tools for developing artistic and pedagogical competence. Through practical experience, future teachers learn how to plan lessons, use visual materials effectively, and apply aesthetic principles to real-world teaching situations. Practice-oriented learning also encourages innovation, as students experiment with new forms of expression and develop unique teaching styles.

Reflection and self-assessment play a vital role in this process. Reflective practice enables future teachers to analyze their experiences, evaluate their creative decisions, and refine their pedagogical approaches. This self-directed learning fosters professional growth and lifelong learning competence. Institutions should therefore create opportunities for reflection through journals, peer feedback, and portfolio presentations, allowing students to track their development and identify areas for improvement. Reflection transforms artistic education into a process of self-discovery and self-realization, aligning with the goals of competency-based learning.

The **integration of digital technologies** is another defining characteristic of the modern competency-based model. Contemporary fine arts teachers operate in a media-rich environment that demands digital literacy and adaptability. Digital tools provide new possibilities for artistic creation, collaboration, and communication. They enable teachers to design interactive lessons, explore virtual museums, and engage students in multimedia projects. However, the effective use of technology requires pedagogical awareness — teachers must understand how to balance digital innovation with traditional artistic values. Competence in digital pedagogy thus becomes a critical



component of modern teacher training, equipping educators to guide students in using technology creatively and responsibly.

The development of **intercultural and global competence** is also essential in today's interconnected world. Fine arts education serves as a bridge between cultures, promoting mutual understanding and respect through artistic dialogue. A competency-based model must therefore include exposure to diverse artistic traditions, global art history, and contemporary cultural movements. By exploring both local and international perspectives, future teachers learn to interpret art within its social and historical contexts and to foster intercultural sensitivity among their students. Such education not only enhances artistic understanding but also contributes to peace, tolerance, and cultural sustainability.

The **teacher's personal and professional development** remains central to the success of any competency-based system. Teacher educators must model the competences they seek to develop in their students — creativity, open-mindedness, and reflective thinking. Professional development programs, workshops, and research activities should be integrated into teacher education to ensure continuous improvement. Moreover, collaboration between universities, schools, and cultural institutions strengthens the connection between academic preparation and real-world teaching practice, ensuring the relevance and effectiveness of the competency-based approach.

Institutional support is a decisive factor in implementing such a model. Universities must design curricula that reflect the structure of professional competences and establish clear learning outcomes aligned with national and international educational standards. Assessment methods should move beyond rote testing to include performance-based evaluations, portfolios, and reflective essays. These tools allow educators to measure not only what students know but also how they apply their knowledge and demonstrate creativity in practice. Institutional culture should promote innovation, academic freedom, and interdisciplinary collaboration, creating an environment where competence can flourish.

Finally, the **ethical and humanistic dimension** of teacher competence must not be overlooked. Fine arts education is inherently linked to moral and emotional development. Teachers shape not only artistic skills but also students' values,

worldviews, and aesthetic sensibilities. A competency-based model should therefore incorporate ethical competence — the ability to act with empathy, integrity, and responsibility in pedagogical practice. Cultivating such values ensures that art education remains a humanizing force in an increasingly technological and fragmented world.

In summary, the development of a modern competency-based model for fine arts teacher training requires an integrated approach that unites creative practice, pedagogical innovation, digital literacy, and cultural awareness. It aims to prepare teachers who can adapt to change, inspire creativity, and contribute meaningfully to the artistic and educational life of their communities. This model not only enhances the quality of teacher preparation but also strengthens the social and cultural mission of art education in the modern era.

The modernization of fine arts teacher training through a competency-based model represents a strategic direction in educational reform. It ensures that future teachers are prepared to meet the challenges of a rapidly changing cultural and technological environment. The study concludes that a successful competency-based model must integrate artistic, pedagogical, digital, and ethical components to form a holistic professional profile. Such a model transforms the teacher from a transmitter of knowledge into a creative leader capable of inspiring students and nurturing their aesthetic and emotional development.

Effective implementation of this model depends on supportive institutional conditions — including innovative curricula, reflective and practice-based methodologies, and collaboration with cultural institutions. The development of digital competence and intercultural awareness further enhances the relevance of art education in a global context. Ultimately, the competency-based model contributes to the creation of teachers who embody creativity, empathy, and professionalism — essential qualities for guiding the next generation toward artistic excellence and cultural understanding.

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